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ABSTRACT

This competency based workbook in social studies education provides information on developing teaching strategies and instructional materials. Designed for undergraduate students in social studies, student teachers, and methods instructors, it serves as a source of assignments for students, a guide in testing student competencies in social studies education, and a guide for self-paced instruction. Specific instructional strategies include planning sheets, schematic designs for lesson plans, student contract forms, exercises in questioning techniques, and guidelines for curriculum analysis. The author specifies ten teacher competencies, which are presented as chapters and subdivided into activities, skills, and issues. Chapters one through ten identify eight areas of professional concern; present guidelines for planning instruction, organizing the classroom, and writing behavioral objectives; identify seven basic student skills; explain how debates, panels, socio-dramas and other group activities are conducted; discuss directing student research; relate social studies to citizenship education; identify and discuss eight major social studies disciplines; provide information on curriculum skills and evaluation; and discuss values lessons and inquiry skills. (Author/DB)

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SOCIAL STUDIES

ISSUES and METHODS

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Social Studies: Issues and Methods

by

Thomas L. Dynneson, Ph.D.

University of Texas of the Permian Basin

Faculty of Pedagogical Studies

September, 1976

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Odessa, Texas 79762

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I would like to thank those who helped make this manual possible. My colleagues in education, history, and the social sciences contributed advice and criticism, while graduate and undergraduate students struggled with the actual classroom realities of teaching and developing many of the items within the manual. A special thanks to the University typing pool especially Teresa Johnston and Clara Jenkins for typing the original copy of the manual.

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INTRODUCTION

Social studies education is a dynamic and changing profession. During the past two decades more controversial issues and experimental programs have emerged than at any other time prior to this period. While state and federal agencies have influenced many of the recent changes, teachers, scholars, and public school officials have been responsible for much of what has happened. For instance, school officials have allowed teachers to develop programs in team teaching, and new plan design reflects a change in the total school environment. Buildings have been redesigned to include facilities for large and small group instruction, open space classrooms are becoming more common, and technical facilities are more elaborate.

During the 1960's and early 1970's social studies educators encouraged changes in the traditional models of instruction. While the government instigated "no-nonsense" courses in science and mathematics, some scholars used this opportunity to revive many of the tenants of progressive writers like Dewey. Instructional materials that stressed inductive skills and activities were emphasized and the role of the student became central in the instructional-learning process. All types of curriculum materials, for every grade level and every discipline in the social studies, became available. While the new materials held great promise for change, there were actually many disappointments. Project writers often promised more than they could deliver in terms of improved instruction and student motivation. Commercial publishers invested huge sums of money for the production of new social studies materials. The results were often less than profitable. Teachers, unfortunately, received little or no training in the use of "new" strategies and processes. Some programs came under attack by conservative and reactionary elements in the community. This led to confusion and a reluctance to adopt or teach the new materials. Most teachers preferred the standard textbook, and as a result few changes actually took place.

At present, the trend is away from "innovative" techniques or experimentation. Most teachers and scholars are becoming concerned with basic skills such as reading, writing, interpreting, listening, and various techniques of self-expression. Public school officials are sensitive to the claims that students are failing to learn basics as indicated by the drop in standardized test scores. Politicians and the public are again citing the schools for failing to

produce concrete results. In the long run, such charges have often turned up positive consequences for the schools. Similar charges led to the state and federal funding that followed the Sputnik incident in 1957. Innovation was considered to be the main cause of our "failure" at that time. However, most teachers and most school districts varied little from old established patterns and practices. While most children today are not exposed to the same methods and materials as their parents were in the 1950's, the challenge is still to prepare students for tomorrow. Basic skills are indeed a most important primary concern for the social studies teacher, but teachers must go beyond these levels of learning in order to challenge the students' intellectual capacities to reason and create new solutions for persistent social, economic, and political problems. Basic democratic instincts cannot emerge without the careful nurturing of an enlightened classroom environment.

The recent impact of our current economic slow-down has caused some retrenching in education. Teachers are required to work longer hours with less material support for classroom activities. Those preparing to teach social studies in the near future must be skilled in developing their own strategies and materials. ***Social Studies: Issues and Methods*** was written for student teachers and social studies methods instructors. This manual is designed as a competency based workbook for undergraduate students in social studies education. Graduate students who have not had a recent course in modern social studies methods will find it helpful as a guide to recent trends and techniques. While the workbook was designed primarily for secondary student teachers, elementary teachers will be able to modify and adopt many of the strategies for their own grade level.

Instructors are encouraged to modify the manual to meet their own needs. It may stimulate new ideas and techniques that this writer has overlooked. The manual was designed as a source of assignments for students, as a guide in testing student competencies in social studies education, and as a guide for self-paced instruction for undergraduate and graduate students. While this initial printing is experimental, it is my hope that future revisions along with additional materials may lead to a more extensive text in social studies methods. Students working with the manual are encouraged to modify, criticize, and add their own ideas in order to improve its contents.

Thomas L. Dynneson

TEACHER COMPETENCIES

I. PROFESSIONAL ISSUES

1. Review the social studies education bibliography and select two books for review.
2. Select two articles from *Social Education* for review.
3. Identify the name, function, goals and services of the regional, state, and national social studies professional organization.
4. List and describe the current concerns of the national professional organization. (See current year's issue of *Social Education*)
5. In addition to *Social Education*, describe two other periodicals which include articles of interest to social studies educators.
6. Identify an important social studies issue and write a bibliographic essay on the topic.
7. Attend a regional or state meeting of the Council for the Social Studies, and collect commercial literature for a discipline at a specific grade level.
8. Describe the difference between professional organizations (National Council for the Social Studies) and teacher welfare organizations (TSTA).

II. PLANNING INSTRUCTION

A. *Facts-Concepts-Generalizations*

1. Define the difference between facts, concepts and generalizations.
2. Develop a lesson plan in which you would teach one specific concept.
3. Construct a schematic diagram of a specific concept using a web arrangement.
4. Survey one chapter in a social studies text and list the concepts that are critical to the chapter.
5. Plan a lesson using one concept by organizing the lesson according to the behavioral objectives strategy.
6. Identify several skills that relate to a single social studies concept.

B. *Organizing the Classroom for Instruction*

1. Draw a blueprint of an ideal classroom, identify instructional area and study areas for students and the teacher.
2. Make a blueprint of the classroom with which you are most familiar. Identify the instructional and study areas. Critique the room by identifying its advantages and problems for instructional use.
3. Reorganize the classroom discussed in item two for instructional use. Be sure to include learning and listening centers, individual and group work, study areas and instructional area for demonstration and display.
4. Survey the board area of a familiar classroom. Organize a plan in which you would use a bulletin and chalk board for social studies activities.
5. Organize student instructional materials in some logical way and develop a filing system so that these materials can be stored efficiently.
6. Develop a blueprint for a learning center or demonstration center which can be used by a small number of students at one time. Describe your procedures for the center.
7. Organize a student activity area in which students can work on project work. Identify the types of projects and the nature of the materials that would be available in the center.
8. Describe the kinds of video equipment and the materials that you would use in relation to your social studies instruction.

C. *Writing Behavioral Objectives*

1. List the three essential elements of a behavioral objective.

2. List two additional nonessential elements that may be included in a behavioral objective.

3. Identify ten or more verbs that may be used as standard items in a behavioral objective for social studies.

4. Describe the difference between terminal objectives, unit objectives and daily objectives.

5. Write a behavioral objective and then write an evaluation item that is appropriate to and consistent with that item.

D. *The Social Studies Unit*

1. Develop a list of five or more comprehensive social studies topics that would be appropriate for instruction as a two to four week unit of instruction. Narrow the topics to a single choice which becomes the approved topic (see instructor and cooperating teacher). A survey of material should have preceeded this choice.

2. List five or more terminal objectives that are consistent and appropriate with the approved comprehensive topic. Be sure to include a list of major concepts that relate to the comprehensive topic.

3. Construct a bibliography of materials available within the school or school district on the comprehensive topic identified in item one.

4. List ten or more related activities that could be completed in the classroom by students working both individually and in groups.

5. Construct a pretest for the unit in which students demonstrate their knowledge of the topic prior to your instruction. (Pretest does not need to be a pencil and paper test.)

6. Write several examples of evaluation items which relate to the comprehensive topic and the behavioral objectives. Be sure to include all types of objective items, subjective items, and other items which could be used to measure student achievement.

7. Assemble two social studies units that will be taught during student teaching. One unit will be done with another team member; the other unit will be completed as a solo unit. (Follow the instructions set forth in this section–see schematic forms.)

III. BASIC SKILLS FOR STUDENTS IN THE SOCIAL STUDIES

A. *Reading*

1. Develop a worksheet in which students are provided with a basic orientation in the use of textbooks, reference books, and library organization.

2. Prepare a set of transparencies which can be used by students for references by placing them over specific textbook pages. The transparencies should contain marginal notes and highlighting lines to note key ideas.

3. Prepare a set of procedures that students will follow in reading the textbook. For instance, a checklist system may be devised in which students read the text several times and complete specific instructions for each reading.

4. Assign students with better linguistic skills the task of rewriting difficult sections of a textbook chapter. Duplicate student work and make this material available for students having difficulty with this material.

5. Prepare a series of vocabulary building exercises for your class for each chapter of the social studies textbook.

6. Organize a list of reading materials containing a wide range of reading levels for your social studies course.

7. Collect a variety of books, stories, and articles pertaining to your course and organize them according to topic and reading level for your students.

8. Conduct a readability test (formula) on your classroom text. A simple Cloze or Fry test would be sufficient.

9. Identify and list the special reading programs available to students in your school district. Review the classroom teachers role in special reading programs.

B. *Writing Skills*

1. Prepare a simple set of guidelines for students which directs them in the writing of topic sentences and the development of paragraphs.

2. Identify a list of topics from your classroom materials that students could use as the topics for a series of short stories they would be required to complete throughout the school year.

3. Review a simple set of guidelines for writing creative stories. Compile a set of index cards with creative writing ideas for classroom use. Organize the index according to the units or chapters in your textbook.

***Writing Skills** (continued)*

4. Develop a simple manual of style for your students which states the rules of writing and outlining that you want them to follow in your classroom.

5. Prepare a series of assignments for your students in which they conduct library research, construct scrapbooks, write short essays, and transcribe written reports into brief oral summaries for classroom presentation.

C. ***Observing Skills***

1. Identify a set of specific skills needed by students to make systematic observations of visual events. Organize these skills into a checklist for students and assign them the task of completing the checklist during a classroom demonstration. Review the checklist with the students after the demonstration.

2. Prepare your class for a visitation or field trip by developing a T-chart in which students speculate about what they expect to observe during the visitation. Prior to the visitation ask students to list the things they expect to see and experience. Upon returning from the visitation ask students to correct the initial list by commenting on the actual visitation experience.

3. Instruct your class in the various techniques of propaganda and assign them the task of observing a political speech, television commercial, or news commentary. Your students should be prepared to identify the specific techniques used in the observation.

4. Review the techniques of participant-observer, and assign your students the task of observing the role and function of individuals involved in some group activity (sporting event, meeting, party, family social event, etc.).

5. Assign your students the task of keeping a diary of events for their own activities between the hours of five and seven in the evening for a specific period of time.

D. ***Interpreting Skills***

1. Prepare a set of basic guidelines that students can use for the interpretation of maps, charts, graphs, tables, and statistical data.

2. Collect a series of pictures of historical or social events which students can use as the basis of short stories in which they interpret social, economic and political aspects of the picture.

3. Present your class with artifacts or pictures of artifacts and ask your students to speculate about their use and symbolic meaning, as well as the technical development of the people who produced the item.

4. Provide your class with a variety of essays, short stories, plays, poems, and diaries which relate to your course. Require your students to interpret the writer's motivation and meanings (including symbolic meanings) explicit or intrinsically contained within the literature.

Interpreting Skills (continued)

5. Identify historical works that contain different interpretations of the same event. Assign your students the task of analyzing both accounts in order to determine if one account is a more valid interpretation of the event than the other.

E. ***Listening Skills***

1. Prepare a list of instructions for developing a social studies notebook containing the essential information presented in class lectures. Notebooks should be checked periodically to determine if note-taking skills are well established.

2. Prepare a series of tapes which contain flaws in logic. Play the tapes to your class and review the student findings with your class to see if all of the flaws were detected.

3. Develop an exercise in which students are instructed to follow a series of sequential instructions. For instance, students may be required to perform certain tasks on a study sheet by following the teacher's oral instructions. Reward the students who were able to complete the worksheet by hearing the instructions only once.

4. Record a series of activities to be completed in your listening center in which the students work through the assignments at their own pace.

5. Train your students to listen for your instructions by establishing specific procedures which they must follow.

F. ***Self-Expression Skills***

1. Identify a list of verbal activities that could be used in the classroom which encourages student opinion, attitude, defense of a position, selection of a preference, etc.

2. Describe a process which can be used by the teacher to encourage oral reports by students, in which even shy and reserved students will relax and feel comfortable before the class.

3. List several types of activities that students could use in expressing ideas, values, likes and dislikes, and humor toward an issue or topic in social studies.

4. Make a collection of political cartoons and caricatures and assign your students the task of interpreting these items in short essays.

5. Develop a series of student projects in which the students express social and political ideas by identifying and organizing symbolic meaning into some form of artistic self-expression.

6. Review the book ***Animal Farm*** and develop two or three ideas in which students could express social or political issues through a similar media.

Self-Expression Skills (continued)

7. Describe an activity in which students are to design a simple set of directions, using the concepts of order and sequence, to direct other students in an activity (such as a game).

8. Design a project in which students are required to work in small groups, write a script, and enact a play expressing an historical event or some social issues which they have identified.

G. ***Test Taking Skills***

1. Prepare a systematic set of study guidelines that students may follow in preparing for classroom tests and quizzes.

2. Develop a series of textbook activities in which students will learn to identify key concepts, outline sections of the chapter, and compile a textbook notebook which corresponds with the development of the course.

3. Collect a set of game strategies that can be used as test review activities.

4. Prepare a set of student study sheets in which sample test items are available to students prior to an exam.

5. Develop a lesson in which you instruct students on various techniques of improving test scores. Review the various types of test items that you will include in your examinations.

IV. PLANNING GROUP ACTIVITIES

A. *Debate*

1. Develop a set of guidelines for student preparation and presentation in a debate situation.

2. Identify controversial social, economic, and political issues that would lend to the debate situation.

3. Establish a set of classroom rules that students will follow in the debate situation.

4. Develop a set of guidelines that will be used to evaluate individual and group participation in a classroom debate.

B. *Panel Presentation*

1. Identify the critical ingredients necessary for a successful experience with students in a panel presentation situation.

2. List and define the functions or roles of students in a panel presentation situation (e.g. moderator, etc.)

3. Develop an audience assignment which would relate directly to a panel presentation.

4. Construct an evaluation form that the teacher may use in connection with a panel presentation.

C. *Group Research*

1. Identify a list of topics that would be appropriate for small group research (five members).

2. Describe the role and function (responsibilities) of each student in the group.

3. Develop a set of criteria for evaluating 1) group work, 2) individual contribution.

D. *Role Playing and Socio-drama*

1. Review your classroom text and identify two or three topics or issues that would be ideal for a role playing situation.

2. Select a topic for role playing and construct a set of role cards for each student that would be involved in the role playing situation.

***Role Playing and Socio-drama** (continued)*

3. Identify the responsibilities of the teacher in a role-playing situation.

4. Develop a script with roles for a family who is faced with the decision of helping a runaway slave in 1852.

5. Plan a mock election for your classroom. Identify the basic democratic skills and attitudes that could be taught through this strategy.

6. Divide your students into groups of five and assign them to the role of cabinet members who will advise the president on a current social, economic, or political issue that must be decided.

7. Plan a puppet show in which your elementary children will construct the scenery, make the puppets, and write the script for a play on a current social issue.

V. DIRECTING STUDENT RESEARCH

A. *Library Research*

1. Locate the sections in the library that pertain to social studies books, references, magazines, newspapers, and miscellaneous materials.

2. List several topics that students could research within the school library.

3. Analyze a social studies book according to its structure and organization, be able to instruct students in the technique of previewing a book as a research source.

4. Describe a procedure that you would follow in the instruction of student research. Be sure to include resource surveys, outlining, and note taking procedures.

5. Define the difference between primary and secondary sources. Describe the use of each type of source in student research.

6. Describe a set of procedures that you would use for instructing students in group research as opposed to individual research.

B. *Community Research*

1. Procure an area map. Identify and locate resources for student research within the community.

2. Review the techniques of writing questionnaires. Write a set of instructions for students that would allow them to conduct questionnaires and surveys.

3. Visit the local historical society and make an inventory of resources that are available for conducting research into local history.

4. Identify unique groups or minorities within the community which may be used for ethnographic research.

5. List the economic or industrial attributes of the community that may be researched by students.

6. List any archaeological sites or museum sites that are within a reasonable distance from the school.

7. Review the geography of the area including land forms and mineral deposits, then survey the development of your community in relationship to these influences.

C. ***Periodical Research***

1. List the periodicals that are available from your school library which pertain to social studies. Be sure to include dictionaries, professional magazines, popular magazines, encyclopedias, and other useful sources.

2. Review guides to literature and become familiar with the Reader's Guide, Educational Index, ERIC, etc.

3. Describe a set of procedures that you would follow in directing student research of topics found in the periodic literature.

VI. SOCIAL STUDIES, SOCIAL SCIENCE AND CITIZENSHIP EDUCATION

A. *Social Studies*

1. Write a brief but accurate definition for the term "social studies."
2. List the disciplines that are included in the social studies.
3. Describe the goals of a social studies program for students in the public schools.
4. Compare a typical elementary social studies program with secondary schools or the curriculum of colleges and universities.
5. Review an elementary social studies series and identify its goals, concepts, and skills for students in that grade level.

B. *Social Science*

1. Write a brief but accurate definition for the term "social science."
2. List the disciplines that are included in the social sciences.
3. Compare a typical social science program with a social studies program, include goals, methodology, skills and attitudes.
4. Define the term methodology and describe the two basic types of methodologies found universally.
5. Classify each of the social studies/social sciences according to its methodology.
6. Define, identify, and describe the behavioral sciences.
7. Review a social science text and identify the goals, skills, and attitudes that are incorporated into the text.

C. *Citizenship Education*

1. Write a brief but accurate definition for the term "citizenship education."
2. Compare citizenship education with the social studies and social sciences.
3. Describe the difference between indoctrination and education as it pertains to citizenship education.
4. Identify the issues or topics of concern that would be found in a typical citizenship education program, describe the procedures that you would follow in educating students in such a program.

VII. DISCIPLINES OF THE SOCIAL STUDIES

A. *General Competencies*

1. Construct a matrix in which you list 1) the central or organizing concept of each social studies discipline, 2) identify several related concepts.

2. Under each discipline, identify several specific skills that students need in conjunction with each discipline.

3. Classify each of the disciplines according to the following terms: social studies, social science, behavioral science, citizenship education, and specific methodology.

4. Select a specific concept from the matrix and construct a conceptual web for that concept.

5. Write a lesson plan for item four using the behavioral objective strategy. (Include activities and skills that could be developed in conjunction with the lesson.

B. *History*

1. Prepare a lesson plan in which you teach students the characteristics of historical literature. Students will be able to recognize, locate, and assemble sources under the heading **Primary and Secondary Sources.**

2. Identify five or more types of historical evidence that students could assemble when working on a local history project.

3. Prepare a list of historical problems which could be assigned for student research in the school library.

4. Describe a technique that could be used with students in your classroom to verify whether or not an event was a myth or reality.

5. List several contemporary issues in American society and assign your students the task of identifying the source of the event and the associated occurences that brought the issue to its present status.

6. Develop a strategy in which you demonstrate a cause and effect relationship for an event in history.

7. Assign your students the task of preparing a classroom timeline for the unit that you will teach.

8. Toward the end of your student teaching ask the students to write an essay on "Recognizable Patterns in Human History–Do They Exist?"

History (continued)

9. Design a history unit in which your primary sources of information are biographies of people who lived during that period.

10. Prepare a list of films–both documentary and fictional–that could be used as a cinematography course in American or world history.

11. Visit your local historical society and duplicate actual newspaper headlines and stories of events for the unit that you are currently studying in class.

12. Collect historical pictures from a variety of periodical sources and organize and classify a file series by topic or chronology.

13. Prepare a pre-Civil War unit in which you combine American literature (stories, poems, etc.) with the political history of the times.

14. Prepare a unit in American history in which you combine American architecture, sculpture, and/or art with the political history of the times.

15. Describe a unit in which you combine a social history of American Indians, Negroes, or Mexican Americans with the political events of one period in American history.

C. *Geography*

1. List ten or more student skills that are necessary for map reading, map interpretation, and map construction.

2. Describe the basic differences and uses of physical geography as compared to human geography.

3. Develop a series of map masters that could be used in conjunction with an American history course. Duplicate these maps and file them according to historical period for student use.

4. Prepare a series of globe activities that students could perform individually in your learning center.

5. Identify two or three sources of aerial photographs.

6. Collect photographs of land forms, soil types, vegetation, climatic zones, agriculture, mining, fishing, manufacturing, transportation, rivers and lakes, forests, etc. Classify and file them according to topics.

7. Develop a unit on conservation and pollution which could be taught in conjunction with urban and rural settlement.

8. Prepare a lesson plan in which students apply demographic data to map work.

9. Assign students the task of identifying and locating fuel and power sources in relation to population centers. Compare and describe all types of energy (renewable and nonrenewable) and the technology that is necessary to make them available for consumption.

Geography (continued)

10. Acquire an aerial photo map of your community, identify the patterns of settlement and the unique characteristics within the community (e.g. railroad, shopping centers, residential districts, minority settlements, etc.).

11. Review the Land Ordinance of 1785 and assign students the task of assembling evidence of the ordinance in their own community.

12. Develop a lesson in which you ask your students to rank several nations of the world according to technical development and then assign each student a country to survey for economic resources.

13. Prepare a lesson in which you survey the agriculturally rich zones of the world and develop an overlay which shows the heavy concentrations of human population.

D. *Anthropology*

1. Identify the four basic divisions within the field of anthropology. Describe the special concerns of each division.

2. Construct a matrix in which you head the columns at the top of the paper with each anthropology division. Under each column identify the special techniques used by each in searching out new information.

3. Prepare a lesson which emphasizes some aspect of a culture which is non-western. Stress the customs and traditions of that culture.

4. Plan a classroom project in which the students use the techniques of the archaeologist to describe some forgotten society by examining ruins and artifacts (use a carton or waste paper can).

5. Develop a lesson in which students study the physical differences of man and explore how nature has emphasized these differences.

6. Assign your students a project in which they explore the languages of man. Ask students to describe ways in which language can be used as a clue to man's past. Stress both written and unwritten languages.

7. Plan a display or map of the United States in which you identify the tribes of Indians that occupied this land. Have the students work on reports in which they research one or more of these tribes in small groups. Plan a day of activities around the student reports.

8. Prepare an area in which a small group of students can bury several artifacts. Ask this group to write a report describing the society they have invented. Assign the remainder of the class the task of excavation (make up specific roles) and require them to reconstruct the society based upon the artifacts.

9. Assign students to a project in which they will play the role of a participant-observer within the classroom or school.

Anthropology (continued)

10. Assign the students the task of identifying the elements or forces that have shaped their own culture. Review the process of enculturalization and ask the students to compare their experiences with non-western peoples.

E. ***Sociology***

1. Develop a set of student instructions that would guide students in the construction of a questionnaire.

2. Survey your local community and prepare a list of sources of statistical information on such topics as marriage and divorce, crime, drug abuse, juvenile delinquency, income, education, and occupational specialties within the community.

3. Acquire several city or county maps and assign your students the task of constructing sociographic maps on the basis of statistical data (income, occupations, high crime areas, minority community patterns, etc.).

4. Develop a project in which your class can execute small group studies within the school through student interviews.

5. Review the techniques of participant-observer and assign students the task of gathering information on friendship networks within the school.

6. Visit a local juvenile court and detention center as part of a research project into local programs on social rehabilitation.

7. Arrange for a visit by local city officials or the chamber of commerce and review city planning and services for the future development of your community.

8. Duplicate population census (demographic data) for your class and assign reports and library research on the basis of student inferences from the data.

9. Organize the class for normative studies in which you identify several topics or issues from which the students may establish normative standards for the class or the school.

10. Develop exercises in which students learn to defend inferences with a variety of evidence.

11. Assign students the task of identifying and listing the rules and forces within their own lives which govern their behavior. Students should be prepared to review how and from whom rules and behaviors are established.

12. Assemble comparative data on a variety of societies for students. Assign students the task of identifying social rules, behaviors and the process of socialization.

F. *Psychology*

1. Review two or three college introductory texts in psychology. List the key concepts of each chapter.

2. Study the techniques of interviewing and questionnaire construction and develop a set of guidelines for students at your grade level.

3. Review the techniques of conducting an experiment in the social sciences. Describe a step by step procedure that your students could follow in conducting an in-class experiment by dividing the class into two groups. (e.g. suppose you wanted to test cues for a memory experiment—you could give each group a list of words, only one group develops a cue system in which they make-up a word from the first letter of the words on the list. You test each group to see if there is a difference.)

4. Develop the guidelines for a project in which you train an animal (shaping) to perform some trick (stimulus-response-reward).

5. Duplicate pictures from a standard text in which context pictures are displayed (pictures that can be perceived more than one way). Conduct simple classroom experiments or demonstrations with these pictures.

6. Develop a set of lessons on "How Psychologists Construct and Interpret Standardized Tests" – these can be I.Q., achievement, aptitude, or interest tests.

7. Outline a unit that could be used to help students develop better self-images, better mental health, and an understanding of their own unique characteristics as worthwhile individuals. (Review Carl Rogers)

8. Explore the concept of relativism as it pertains to self-concept. (While Mary can run faster than Jane, Jane can run faster than Sally, and Jane can paint better than Mary.)

9. Prepare a set of ink blots which students can use in class as the basis of conducting simple experiments in which they draw and defend inferences.

10. Develop a list of topics which pertain to human development. These topics could be used in library research and in discussions pertaining to an understanding of self.

G. *Economics*

1. Review a standard introductory text in economics and list the topics that you adopt into your classroom at your grade level.

2. Review a standard American history text and identify specific economic issues that you need more information on before teaching (e.g. The Depression, The Gold Standard, etc.).

3. List five or more topics that your class could study under the heading of consumer economics.

Economics (continued)

4. Identify and review money or store type simulations that are available for the elementary level.

5. Plan a unit on the purchase and sale of stocks which involves a visit to or from a stock broker and student investment of a hypothetical five thousand dollars.

6. Divide your class into small groups which are assigned the task of creating a company which will produce a product. Students will organize the company, design and market a hypothetical product.

7. Design a game in which the teacher acts as the Federal Reserve System and the students work as bankers and lenders. Demonstrate how changes in Federal Reserve can influence the activities of businessmen and home buyers.

8. Prepare a classroom presentation on progressive and regressive taxing schemes, assign your students the task of writing a position paper favoring one scheme over the other.

9. Develop a lesson in which you teach the concept of specialization of labor through a classroom activity. Describe the strategy, roles, materials, etc. that will be used.

10. Describe a lesson in which students would establish the optimum price of a product. The optimum price is reached when maximum profit for the largest number of goods sold is reached.

H. *Political Science*

1. Develop a set of guidelines for students involved in conducting a political poll. Review the problems associated with making inferences and drawing conclusions.

2. List the key concepts and processes associated with a basic course in civics (government or political science).

3. Obtain multiple sets of basic court procedures in order that your class could go through the process of conducting a mock jury trial.

4. Review the process that a bill goes through in order to become a law. Simulate this process in your classroom through a mock legislative session.

5. Hold a mock political election in which your students are assigned the tasks of identifying key issues, writing a party platform, and mapping out election strategy.

6. List ten or more political issues that are of a controversial nature, make up a series of note cards (one for each issue) which state the opposing view. These cards can be used as the basis for debates that can be assigned during the semester.

7. Procure a set of city maps for your class. Assign the students the task of identifying five zones within the city. Use this assignment as the basis for a project in which they rezone their city according to ideal conditions. (This should be a creative project for students.)

***Political Science** (continued)*

8. Prepare a lesson in which students must decide on the conflicting issues of pollution vs. industrial growth.

9. Place your students in the position of identifying new sources of revenue for a potentially bankrupt city.

10. Describe a lesson plan in which students must decide whether or not to allow a supersonic jet service use of the local municipal airport. Students will be required to research the problem and muster the evidence necessary to make the decision on a fact-finding model.

11. Prepare a unit on the status and power of government and government services before and after the 1930's. Assign the students the task of projecting the role of government and government services into the 21st century. Using a T-chart have the students list and discuss the pros and cons of big government.

I. ***Interdisciplinary Studies***

1. Describe a unit which combines information from anthropology and history in order to teach students about the technical advancements made in transportation.

2. Review a typical American history unit and redesign the unit by emphasizing economic concepts and events rather than political events.

3. Review an elementary program which is based upon the interdisciplinary approach and identify the social science disciplines that have contributed information to the program.

4. Team up with another student in the sciences or language arts and plan a team unit which would be of benefit to both team members.

VIII. CURRICULUM SKILLS AND EVALUATION

A. *Teacher Planned Materials*

1. Survey the students in your classroom, on the basis of student interests, plan three separate lessons that emphasize student interests.

2. Develop a social studies lesson by using material from one or more of the following disciplines: art, literature, or music.

3. Develop a social studies lesson by using materials from one or more of the following sciences: biology, chemistry, mathematics, or physics.

4. Ask your students to survey the daily newspaper and identify several topics or issues that are current and unresolved. Make a master list of topics by consolidating the students' lists, then assign student research on the basis of the master list.

5. Review your social studies text, identify one chapter or unit that could be taught with nonprinted materials. Survey your audio-visual materials and develop activities that would teach basic concepts through role-playing, games, simulations, visitations, films, filmstrips, pictures, or special classroom visitors.

B. *The Curriculum Laboratory*

1. Visit the curriculum laboratories that are in the vicinity of your school. School labs, university labs, and regional labs should be included in your initial orientation. Obtain catalogs and survey the social studies section for material at either the elementary or secondary level.

2. Survey all types of instructional material for one of the following levels: primary grades, intermediate grades, junior high, senior high. Write a bibliographic essay describing the materials for one of the above categories.

3. Analyze two sets of social studies materials for one grade level (K-12) by using the Social Studies Curriculum Analysis Short Form.

4. Using a T-chart format, compare your classroom text with an experimental set of the materials. Identify the strengths and weaknesses of both sets of materials. In a conclusion statement decide which set of materials you would select and justify that selection.

5. Select a set of experimental materials from which you could draw one or two lesson plans for your class. Teach these lessons and evaluate the materials on the basis of your classroom results.

IX. VALUE ISSUES AND LESSONS

A. *Value Issues*

1. Write a brief one page statement regarding your view on the role of indoctrination in American education.

2. List several issues or topics that are considered controversial in American society today. Answer the following questions: How do the issues relate to teaching social studies? What is the proper role or functions of the social studies teacher in handling these issues?

3. Develop a set of procedures that you would follow for the heated controversial issues that arise from time to time. Consider a checklist.

4. Describe the role and function of the teacher in handling such basic issues as honesty, reliability, cooperation, and diligence. How do these issues pertain to social studies education?

B. *Value Lessons*

1. Define and describe value analysis.

2. Write a lesson plan for students at your grade level which demonstrates the processes of value analysis.

3. Complete the Hopi case study by proceeding through the Social Conflict Analysis System.

4. Define and describe value clarification.

5. Write a lesson plan for students at your grade level which demonstrates the technique of value clarification.

6. Using the T-Chart, list the pros and cons of a current social issue. Current issues might include: busing, women's liberation, minority issues, drugs, current political issues, etc.

X. INQUIRY SKILLS AND STRATEGIES

A. *Questioning Skills*

1. Complete the worksheet on questioning skills.
2. Develop a lesson plan in which you present a social studies lesson emphasizing one or more of the questioning strategies.
3. Visit a classroom and observe and record on a checklist the type of questions raised by the teacher and the students.
4. Write a series of questions for classroom presentation by identifying key concepts from your classroom text. Select one chapter and present the content of that chapter in questioning form.
5. Identify three concepts that will be presented to the class during one class session, explore these concepts through a directed questioning strategy.
6. Construct a classroom test in which you include each type of question described by Bloom. For each type of question use a separate heading so that the items are not mixed.
7. Develop an evaluation system that could be used in conjunction with a questioning strategy.

B. *Various Forms of Problem-Solving*

1. Write a working definition of problem-solving.
2. Describe the difference between problem-solving, decision making, and discovery.
3. Describe the steps (formula) that can be followed by the teacher in establishing the problem-solving strategy for classroom use.
4. Why do problem-solving strategies sometimes fail?
5. Review a social studies text, identify topics or issues that could be taught in a problem-solving strategy.
6. Using the problem-solving steps or formula develop three lessons which exemplify problem-solving, decision making, and discovery.

***Various Forms of Problem-Solving** (continued)*

7. Develop a problem-solving assignment for a small group of students in which role playing is used in connection with the problem.

8. Develop an evaluation strategy that could be used to evaluate student participation in the inquiry situation.

C. ***Simulation Strategies***

1. Describe the difference between a game and a simulation.

2. Write a short statement expressing your views on the role and function of simulations in the total instructional setting.

3. List the advantages and pitfalls of simulations and games on a T-chart.

4. Check out a simulation or game from the social studies lab. Play the game or learn the simulation (especially the rules), and direct your fellow students (or family) through the simulation prior to presenting it to your class.

5. List and describe the teacher's role during the various phases of the simulation (scenario, operational sessions, and the debriefing).

6. Write a bibliographic essay on the sources and types of materials available from commercial publishers for your grade level.

7. List the guidelines for teacher constructed simulations and games.

8. Construct and field test a simulation or game of your design. (Be sure to include all of the essential elements—guidelines, rules, and instructions.)

INSTRUCTIONAL STRATEGIES

INSTRUCTIONAL STRATEGIES: PLANNING & EVALUATION SYSTEMS

Professor T. L. Dynneson

1. Strengthening Your Social Studies Program K-12
2. Eight Weeks Planning Sheets
3. Unit & Lesson Plan (Schematic Design)
4. Techniques of Evaluation Other Than Testing
5. Student Contract--Sample Form
6. Outline of Inquiry or Problem Solving Methods
7. Questioning Techniques--Practice Exercises
8. Social Conflict Analysis System
9. Curriculum Analysis--"What Materials Are Relevant for the Future"
10. Assessing Reading Competencies in the Social Studies Classroom

1. STRENGTHENING YOUR SOCIAL STUDIES PROGRAM K-12

Basic Elements Include:

I. A yearly program based on units, modules, and/or resource units.

II. A social studies interest center (listening or reading center).

III. A supplementary social studies library center in the classroom--paperbacks and additional text material.

IV. A bulletin board reserved for current event items.

V. A bulletin board reserved for social studies unit materials.

VI. A current event activity requiring student participation.

VII. A library program that includes social studies reading and research.

VIII. An activity program that involves community resources and field experiences for students and teachers.

IX. A program for planned and unplanned special day or special events activities.

X. Lesson based on a variety of strategies (inquiry, lecture, films and slides, student presentations, demonstrations, etc.)

XI. Lesson based on a variety of activities during the class period (lecture, discussion, project work, listening, and doing)

XII. Social studies program based on sharing, teaming, demonstrating, and discovering the strengths and ideas of fellow faculty members.

2. EIGHT WEEK PLANNING SHEETS

Class_____

First Eight Weeks Planning Sheet

1	2	3	4	5	6	7	8
Date							

2. EIGHT WEEK PLANNING SHEETS (continued)

Class _____

Second Eight Weeks Planning Sheet

1	2	3	4	5	6	7	8
Date							

3. UNIT & LESSON PLAN (SCHEMATIC DESIGN)

Unit Plan

Topic (Comprehensive Theme)

Unit Objectives (These are the terminal objectives of the unit)

Unit Outline

I. Introductory Topics

A.
B.
C.

II. Body of the Unit

A.
B.
C.

1.
2. (daily lesson plans)
3.

III. Culminating Topics and Activities

IV. Comprehensive Evaluation
(Test to see if you have met your unit objectives)

Your outline should include complete statements so that any other teacher could follow your plan and successfully teach the unit.

3. UNIT & LESSON PLAN (SCHEMATIC DESIGN) [cont.]

Daily Lesson Plan

Daily Topic _____

I. Behavioral objective for the day (enabler) Identify the type of objective that your are working on -- knowledge, attitude or skill)

II. Procedure

1. List the sequential order of the lesson
2. Identify student activities
3. Identify teacher activities

III. Materials

List the materials that will be needed to complete your lesson. If equipment is needed plan ahead for its use.

IV. Evaluation strategy - each lesson should allow for some type of feedback so that you know how well the students met your objectives.

4. TECHNIQUES OF EVALUATION OTHER THAN TESTING*

by Joel S. Poetker

No matter how often a student is tested, tests alone will not provide adequate assessment of student learning in today's social studies classes. In recent years social studies teachers have made increasing use of simulations, role-playing, debates, educational games--in short, a wide range of materials and strategies which require individual involvement and interaction by the student. Among the goals for moving instruction in this direction is the one of helping the student become more autonomous and skilled in making decisions. If one teaches in this manner, he knows that he faces a difficult task. The purpose of this article is to present suggestions for the use of evaluation techniques in addition to testing to help one gather more information about his students' achievement.

RATING SHEETS. Rating, easy to construct, can be used to rate a wide range of skills and attitudes. First, one must determine what he wants to rate, and then he must develop a scale along which he can rate behavior or attitude. In the following examples a single student can be rated (Examples 1, 3, and 4), a group of students can be rated (Example 2), skills can be rated (Examples 1 and 3), and ratings can be done by the student (Examples 1, 2, 3 and 4).

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Example 1

Rating Sheet for Discussion Skills

Name ..... Date .....

Class ..... Topic .....

		1	2	3	4
1.	Recognizes the central issue of the discussion	*Unsatisfactory*	*Fair*	*Good*	*Excellent*
2.	Recognizes the need to define terms	1 *Never*	2 *Seldom*	3 *Usually*	4 *Always*
3.	Distinguishing between fact and opinion	1 *Never*	2 *Seldom*	3 *Usually*	4 *Always*

Example 2

Rating Sheet for Panel Discussion

Panel Members

..... Date .....

..... Topic .....

..... Class .....

.....

		1	2	3	4
1.	Preparation	*Unsatisfactory*	*Fair*	*Good*	*Excellent*
2.	Presentation of the main problem	1 *Unsatisfactory*	2 *Fair*	3 *Good*	4 *Excellent*
3.	Presentation of possible solutions	1 *Unsatsifactory*	2 *Fair*	3 *Good*	4 *Excellent*

Example 3

Rating Sheet for Audience Discussion

Name ..... Date .....

Class ..... Topic .....

1. Did you take good notes?

1	2	3	4
Unsatisfactory	*Fair*	*Good*	*Excellent*

2. Did you understand the main topic?

1	2	3	4
Unsatisfactory	*Fair*	*Good*	*Excellent*

3. Did you understand the terms used?

1	2	3	4
Never	*Seldom*	*Usually*	*Always*

Example 4

Rating Sheet for Student Interest

Name ..... Date .....

Class .....

1. I read historical novels.

Never *Occasionally* *Frequently*

2. I read biographies.

Never *Occasionally* *Frequently*

3. I visit museums.

Never *Occasionally* *Frequently*

Two concerns teachers have about rating sheets are how to find the time to use them and how to use them best. The following suggestions will help one deal with these concerns. (1) For some activities, only those students who would be most likely to benefit from extra evaluation should be rated. (2) Peer evaluation should be used. After a class activity such as a panel discussion, the participants' performances based on the ratings of the rest of the class should be discussed. (3) Student self-evaluation should be used, and students should rate themselves after an activity so that they can discuss their performance with the instructor or with the class.

CHECKLISTS. The checklist is an evaluation technique which is quite similar to the rating sheet because it can be an aid in gathering various kinds of information useful to both the students and the teacher. The major difference between checklists and rating sheets is that the checklist does not rank; it merely indicates that something did or did not take place or that something does or does not need improvement. The major advantage of the checklist is that a great deal of information can be quickly recorded.

Example 1

Class Discussion Checklist

Name ..... Date .....

Topic .....

Skills Needing Improvement	Bob	Sue	Ann	Sam
1. Recognizing a speaker's bias.				
2. Distinguishing fact from opinion.				
3. Presenting facts to support opinions.				
Student Attitudes				
1. Willing to freely participate.				
2. Expresses his political opinions.				
3. Changes his opinion when confronted with new evidence.				

Example 2

Research Paper Checklist

Name ..... Date .....

Class .....

	Yes	No
1. Selected and limited topic.		
2. Prepared working bibliography.		
3. Prepared preliminary outline.		

Checklists and rating sheets are particularly useful for evaluating affective behavior. As in checklist Example 1, affective behaviors such as willingness to fully participate, to express political opinion, and to change opinion when confronted with new evidence all are much easier to assess by observing than by testing.

ANECDOTAL RECORDS. Rating sheets and checklists are good for observing selected, anticipated behaviors, but anecdotal records are needed to record observations of unanticipated behaviors. Using the following format to record observations on file cards is a good way to gather anecdotal records.

Student ..... Sam Smith ..... Date ..... 10/1/75 .....

Class ..... World Culture .....

Episode: Sam did not enter into the dialogue of the debate. When asked questions, his answers were knowledgeable but brief.

Comment: His reluctance may have been caused by the argumentative nature of the debate. Perhaps he needs more opportunities to discuss issues in impersonal, analytical discussions.

The following suggestions will help one improve the quality of his anecdotal records: (1) Recording the observation as soon as possible after it has occurred and before one's memory becomes hazy; (2) Using anecdotal records only for collecting information which one cannot gain by

some other means (other techniques are usually more reliable); (3) Recording important aspects of the atmosphere of the selection so that one's interpretation will be more accurate; (4) Avoiding observer bias because one may unwittingly be less tolerant of one student than another; (5) Keeping the interpretative comment separate from the objective description of the episode; (6) Avoiding too many generalizations, one or two recorded observations often being more misleading than revealing. (A cumulative record will put isolated episodes into proper perspective so that significant trends may be recognized.); and (7) Remembering that the purpose of anecdotal records is to summarize objectively an episode of student behavior with the good being description and not judgment as with the use of rating sheets.

USEFUL HINTS. These following suggestions will help one use rating sheets, checklists, and anecdotal records: (1) being unobtrusive by making the observing and recording of student behavior as regular aspects of class activity because the recording of observations becomes less obtrusive, students will be more natural and the information recorded will be, therefore, more reliable;[1] (2) Using audio and video tape because when a student is given a rating sheet of his performance, the meaning and impact of the evaluation is dramatically increased if the student can listen to his performance on an audio tape or see himself on video tape; and (3)

[1]Carl A. Cartwright and G. Phillip Cartwright, "Developing Observation Skills: (New York: McGraw-Hill Book Company, 1974)

Recognizing the shortcomings of observation techniques because records accumulated by rating sheets, checklists, and anecdotal records are not complete or fully accurate for a number of reasons. The numerous distractions during the usual class will cause many episodes of student behavior to go unobserved. Because the form used for recording observations is not sufficiently comprehensive or flexible, what one records may be distorted to some degree from what he would prefer to record. Or one's records may be inaccurate because of simple clerical errors.

As a social studies teacher, one needs to seek evaluative information about a wide range of student skills and attitudes. Hopefully, this article will help and encourage teachers to use a variety of techniques to gather information on which to make judgments about their students.

5. STUDENT CONTRACT--SAMPLE FORM

Name _____

Date _____

List below the proposed activities for a satisfactory completion of the three weeks work.

D grade - base grade or minimal requirement that all students must complete

---

C grade - additional student agreement

B grade - additional student agreement

5. STUDENT CONTRACT--SAMPLE FORM (continued)

A grade - additional student agreement

This contract is agreed to by both parties in advance of the beginning of the work. The grade will be determined on the basis of adequate achievement is terms of satisfactory performance and complete achievement of each part of the agreed grade levels (the student must complete the C portion of the contract before going on to the B portion). If the student fails to complete the grade he/she contracted for, the grade will be determined by the last step fully completed.

Agreed to date of completion _____

Student signature _____

Faculty signature _____

6. OUTLINE OF INQUIRY OR PROBLEM SOLVING METHODS

(Exclusive of Taba and Suchman)

A. John Dewey presented the following as distinct steps in the process of a complete act of thought:

1. A felt difficulty
2. Its location and definition
3. Suggestions for possible solution
4. Development by reasoning
5. Further observation and experiment leading to its acceptance or rejection; conclusion of belief or disbelief

B. Roy Hatch taught his pupils to:

1. Find the facts
2. Filter the facts
3. Face the facts
4. Follow the facts

C. National Council for the Social Studies developed this model:

1. Defines his problems, taking account of societal values
2. Lists the various feasible courses of action
3. Collects and interprets pertinent data
4. Reaches a tentative decision based on the data
5. Acts in accordance with the decision
6. Evaluates the results and modifies future action accordingly

D. Edwin Fenton has used this procedure:

1. Recognizing a problem from data
2. Formulating hypotheses
   - Asking analytical questions
   - Stating hypotheses
3. Recognizing the logical implications of hypotheses
4. Gathering data
   - Deciding what data will be needed
   - Selecting or rejecting sources on the basis of a statement of logical implications
5. Analyzing, evaluating and interpreting data
   - Selecting relevant data from the sources
   - Evaluating the sources
     - Determining the frame of reference of the author of a source
     - Determining the accuracy of statements of fact
   - Interpreting the data

6. OUTLINE OF INQUIRY OR PROBLEM SOLVING METHODS (continued)

D. Edwin Fenton has used this procedure (*continued*)

6. Evaluating the hypothesis in light of the data
Modifying the hypothesis, if necessary
Rejecting a logical implication unsupported by data
Restating the hypothesis
Stating a generalization

E. McCutchen developed the following for implementing problem solving:

1. Defining the problem.
2. Listing courses of action.
3. Collecting and interpreting pertinent data.
4. Reaching a tentative decision based on the data.
5. Acting in accordance with the decision.
6. Evaluating results and modifying future action accordingly.

A basic point in implementing problem solving is to arrange the environment or motivate so the students ask the question or define the problem. In other words, give them ownership of the problem. If the problem or question is their own, they will be far more willing to inquire or seek answers. Their interest level will be higher and the factual material they encounter will have more relevance and meaning. A teacher may spend considerable time planning a way to arouse interest in a problem, but it is tremendously rewarding to have them ask a question which leads to high level inquiry.

Problem solving may be used at any level and with most any content. Traditional materials (textbooks) are still useful as resource materials or data sources. One can continue to stay within the bounds of the present curriculum guide. In one school children traditionally study the local fire station and the duties of the assigned firemen. A new teacher may have a different slant when the students choose to study: "Why is the fire station located at 40th and Siskiyou?" and "How have the duties of firemen changed in recent years?" (Modern equipment and technology is affecting the role of the fireman). Both questions can lead young children to high level investigations and to the use of concepts drawn from geography and history.

7. QUESTIONING TECHNIQUES--PRACTICE EXERCISES

I. Give an example of each of the following types of questions and describe how, or in what situation, you would use each technique.

A. Recall
B. Application
C. Comprehension
D. Evaluation
E. Analysis
F. Synthesis

II. Develop a questioning strategy that you could use in a hypothetical lesson. (If you had some classroom material available, it would help.)

Write a lesson organized around questioning strategies. Include an introduction, developmental questions, and a conclusion in which you tie the lesson together.

It would be well to begin with some over-all objectives that are converted into key questions.

If time permits, share your work with others in your group.

7. QUESTIONING TECHNIQUES--PRACTICE EXERCISES (continued)

Questioning Skills Exercise

Question Type	*Student Activity*	*Examples* [Provide one or more per item.]
Knowledge	Recalling facts or observations. Recalling definitions.	
Comprehension	Giving descriptions. Stating main ideas. Comparing.	
Application	Applying techniques and rules to solve problems that have a single correct answer.	
Analysis	Identifying motives or causes. Making inferences. Finding evidence to support generalizations.	
Synthesis	Solving problems. Making predictions. Producing original communications.	
Evaluation	Giving opinions about issues. Judging the validity of ideas. Judging the merit of problem-solution. Judging the quality of art and other products.	

8. SOCIAL CONFLICT ANALYSIS SYSTEM

The Systems Approach

by
Thomas L. Dynneson

The systems approach to analyzing social conflict proposed in this paper is called the Social Conflict Analysis System (SCAS). It was designed as an aid to teachers who are interested in preparing students for social conflict study. The Social Conflict Analysis System was designed on the Basis of the following guidelines:

1. The analysis sytem should be applicable to the social science/social studies disciplines.
2. The analysis system should contain a classification system whereby the essential elements of a conflict incident could be identified.
3. The analysis system should be farily simple and easy to work, while allowing for the analysis of relatively complex social situations.
4. The analysis system should contain procedures whereby alternative choices not selected in settling the incident may be evaluated by students.
5. Finally, as part of the exercise, students should be allowed the opportunity to experiment with divergent alternatives of conflict resolutions not included in the actual conflict incident, and apply what was learned to other situations.

General Procedures for the SCAS

Once a social conflict incident or case study has been selected for analysis, students begin by reading background material or case study material. An efficient way to proceed

may be to follow the steps listed below.

1. Each student or small group of students is assigned a subject (the subject is directly involved in the conflict and may be a person, tribe, nation, or block of nations).

2. In order to use the analysis system, students must become familiar with it. Students should review the terminology contained within the system. Hopefully, teachers will find that the analysis system also provides a helpful means for clarifying these important concepts.

3. Once the students have read the case study or incident, they are ready to use the Social Conflict Analysis System. Students must first classify the conflict incident according to its Scope of Involvement (i.e., Does the conflict incident involve intragroup or intergroup involvement?). Once this decision is made the student follows the arrows in order to decide which classifications are appropriate to the incident.

4. The most important point in the exercise occurs when the student reviews the choices that were available from the actual incident.

5. The selection of the Critical Decision from among the choices is made on the basis of what happened in the actual incident. The Critical Decision is important because it sets in motion other events that may have important consequences for the existing social structures of those involved in the incident. Students should realize that a single decision in a social conflict situation may activate a whole series of events that have the potential for changing social institutions.

6. The study of outcomes is next. The student should now be prepared to study the outcomes that resulted because of the Critical Decision. Students should consider the soundness of the decision in light of the alternative choices that were available.

7. Once the analysis is completed the student may be encouraged to propose other choices that were not included in the Alternatives Available for Conflict Resolution and then examine their proposals in terms of outcomes.

The analysis system provides a means whereby the student can also evaluate the influence of intergroup conflict on intragroup relations and conversely the influence of intragroup conflict on intergroup relations. Upon completion of the analysis the student should be able to apply what was learned to other conflict situations. During the exercise the teacher's role is to clarify and correct false assumptions that may surface during the analytical process. Once the students become acquainted with this type of analysis they should be able to apply its concepts to other situations.

Testing the System

As an example, the following case will be seen to contain most of the essential information required for the analysis system. The reader may wish to use the case study as a means of trying out the analysis system.

A Case Study--The Hopi

A long line had been drawn on the ground beyond the pueblo walls in the red silty desert soil. Late arriving spectators scurried from one vantage point to another. The village leaders were making a last minute inspection of the center line and each tried to estimate the number of contestants lining up on each of the opposing sides. After a few moments of delay the opponents moved closer, facing each other across the line. Finally, the signal was given. The combined uproar from the spectators and contestants was

deafening. Clouds of red dust filled the air. The mass of bodies closed over the line and for several moments only the outer fringes of the mass seemed to move. Finally, the mass of pushing humanity began to move slowly away from the pueblo walls toward the open spaces beyond the pueblo. The line had been crossed. In those few minutes, years of growing conflict and discontent between two descenting groups of the Orabi Hopi had ended. Those who had participated on the losing side returned to their homes. Their women and children began to gather together their household belongings in preparation for their departure. This Orabi village had been their ancestral home for eight hundred years. They would never return.

This brief episode ended a conflict that began many years earlier. The United States government became interested in the Hopi in the 1870's. A Special Agent was appointed in order to take Hopi census, survey lands, establish boarding schools, and to regulate Hopi life. At first the Hopi ignored all government interference, but in time government pressures became too great. The Hopi faced crises that threatened their continued existence as an independent people. Pressure for compliance split the Orabi Hopi into two factions. Those who resisted government interference were referred to as "Hostiles" or conservatives, and those who accepted government intervention in order to avoid armed conflict were called "Friendlies" or liberals. The critical issue centered on the boarding schools which would require Hopi

children to be separated from their families.

Hopi tradition forbade physical violence in any form. Therefore, underlying conflict between groups emerged only during ceremonial rituals. Another means for settling these growing differences had to be found. Tensions continued to grow until the summer of 1906. Leaders of the two descenting groups met with pueblo leaders. After some discussion, it was decided that the issues could be settled in a pushing contest. Each side would gather supporters from among the residents of the pueblo. The "Hostiles" lost the contest and evacuated the pueblo, leaving only those who accepted or submitted to government pressure.

The "Hostiles" moved eight miles to the northwest and established a new pueblo that they called Hotevilla. The government decided to move against the "Hostile" group. They jailed its leaders along with many of their male followers. Hotevilla was partially evacuated, with some of the remaining residents scattering to other pueblos.[1]

Developing Materials for Analysis

Developing case study materials for analysis should be a relatively easy task. Listed below are some guidelines that may be helpful when it comes to selecting content material. In general, the content should:

1. Describe an incident involving conflict. The level of social conflict may range from inter-

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[1]Laura Thompson and Alice Joseph, The Hopi Way. New York: Russell and Russell, 1944, pp. 29-30.

personal conflict to conflict involving national alliances.

2. Contain adequate background information about the events that led up to the conflict.

3. Include information on the customs, technical development, and cultural orientation of the subjects involved in the conflict.

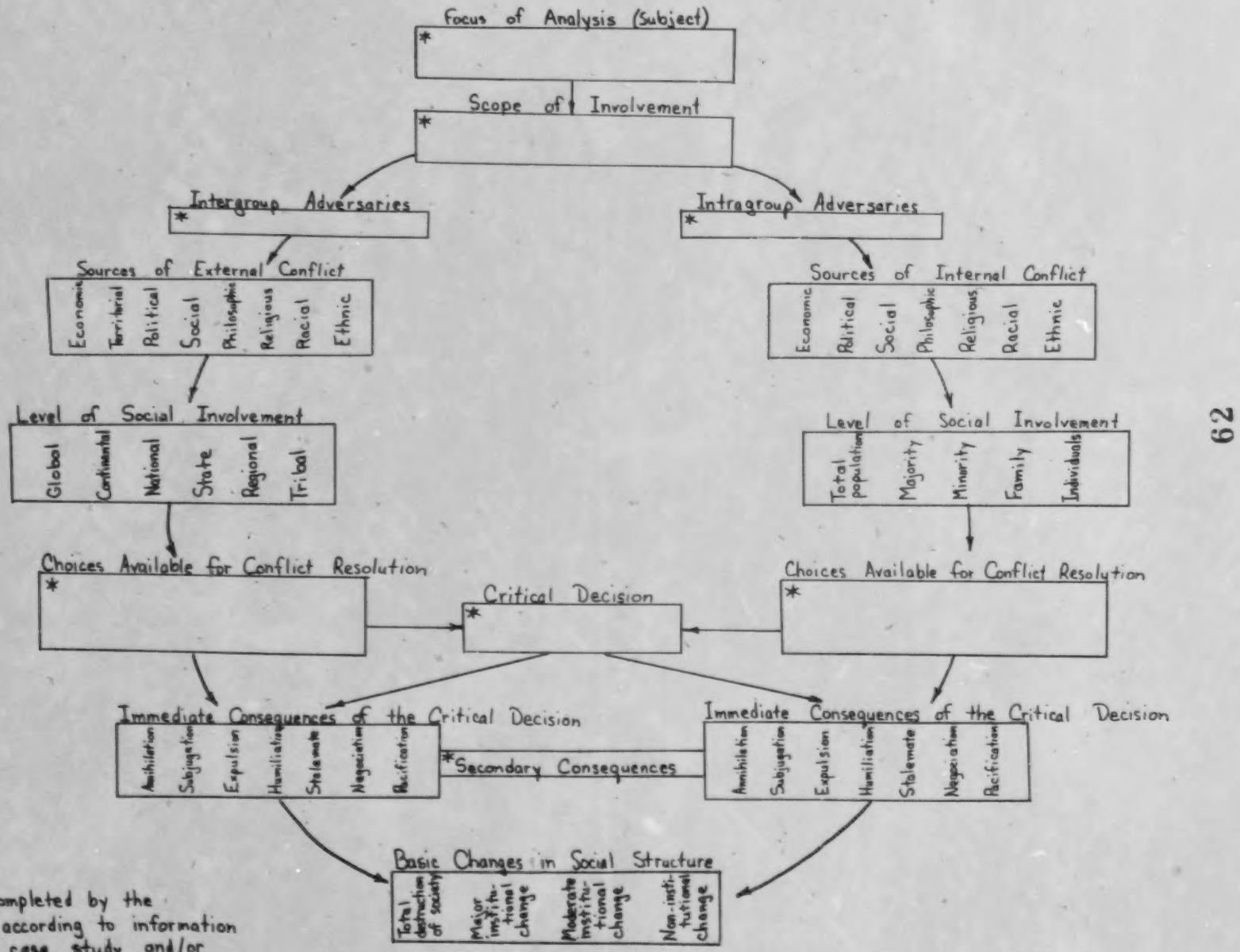
4. Provide information on choices, decisions and outcomes of the social conflict situation.

Most textbooks, journals, newspapers, and popular magazines contain content that is suitable for analysis. School library sources will also contain descriptions of events that could be analyzed.

Conclusion

The case study analysis system was designed to increase student analytical skills while focusing on social conflict situations. The analysis system is a systematic means of identifying, classifying and clarifying factors found in social conflict situations. Students are also expected to gain insights into forces that change social conflict situations. Students are also expected to gain insights into forces that change social structures. Through case study students become aware of unfamiliar as well as the creative solutions to threatening and dangerous conflict predicaments. Students who complete case study conflict analyses should be more sensitive to alternative conflict solutions, and perh ore skillful at handling social conflict dilemmas.

Social Conflict Analysis System



* to be completed by the analyst according to information in the case study and/or supplementary material

9. WHAT MATERIALS ARE RELEVANT FOR THE FUTURE?*

by Allan O. Kownslar

As teachers, one of our biggest problems is finding instructional materials which best meet the needs of our students. Publishing-house salesmen bring forth an unending supply of textbooks and audio-visual aids in such profusion that frequently it is almost impossible to adequately cull through and locate materials most appropriate for our classes.

During a workshop conducted at Trinity University in 1972, sixty Bexar County (Texas) social studies teachers and supervisors pondered this problem and compiled the following curriculum analysis questionnaire as an evaluation tool for judging new social studies programs. This questionnaire is an adaptation of the Curriculum Materials Analysis System: Long Form as devised by the Social Science Education Consortium at Boulder, Colorado. The workshop participants preferred using the CMAS Long Form when there was enough time. However, many of the participants of the workshop were required to serve on local textbook selection committees without a subsequent reduction in class loads. In those cases, they preferred to use the following shorter version in evaluation programs under consideration for adoption.

A primary purpose of this questionnaire is to serve as a system by which teachers can begin to determine how relevant

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* *Reprinted with the permission of the National Council for the Social Studies.*

history and other social studies programs are for intended student audiences. Many teachers recommend that students also be allowed to use this questionnaire and thus participate in the evaluation of available programs. The questionnaire is included in this chapter with the thought that other teachers might also find it useful. During the past two years it has been used by social studies personnel on textbook committees in approximately one hundred school districts throughout the San Antonio and South Texas areas.

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[1] *This social studies curriculum analysis short form is an adaptation from Irving Morrissett, et. al., Curriculum Materials Analyses System: Long Form, SSEC Publication #143, 1971, by the Social Science Education Consortium, Boulder, Colorado.*

SOCIAL STUDIES CURRICULUM ANALYSIS SHORT FORM

Name of analyst .....
Social studies position .....
Total years of teacher experience .....
Subject areas taught and total number of years taught for each .....
.....
.....
Grade levels taught and total number of years taught for each .....
.....
.....
Name of program to be analyzed .....
.....
Author(s) of program to be analyzed .....
.....
Publisher of program to be analyzed .....
.....
Grade level(s) for which the program is primarily intended .....
.....

Product Characteristics

1. What does the author consider the most appropriate length of time in weeks or years for use of the whole set of materials?

..... Weeks
..... Years

2. Check which of the following items are covered in this analysis. If any listed in a.–f. are unavailable, list as such and why they are unavailable.

a.	Student	.....	e.	Workbook	.....
b.	Teacher's guide	.....	f.	Rationale	.....
c.	Audio-visual materials	.....	g.	Other (explain)	
d.	Testing program	.....		.....	

Content

3. What is your general overall judgment of the physical and technical (not substantive) durability of ALL materials in the program?

0	1	2	3	4	5	6
Inadequate			*Adequate*		*More than adequate*	

Explanation:

4. To what extent are pictorial sources, maps, graphs, charts, tables and other illustrative material integrated and utilized with textual narrative and questions?

0	1	2	3	4	5	6
Not at all			*To a moderate Extent*		*To a great extent*	

Explanation:

5. To what extent are key terms and concepts defined for the student in student materials?

0	1	2	3	4	5	6
Not at all			*To a moderate Extent*		*To a great extent*	

Explanation:

6. To what extent are adequate data readily available in the student materials to questions asked of students?

0	1	2	3	4	5	6
Not at all			*To a moderate Extent*		*To a great extent*	

Explanation:

7. In general, how accurate do the factual data and interpretations of the data seem to be in all parts of the program?

0	1	2	3	4	5	6
Very Unsound			*Moderately Sound*		*Very Sound*	

Explanation:

8. To what extent is a multi-ethnic approach integrated in the student materials?

0	1	2	3	4	5	6
Not at all			*To a moderate extent*			*To a great extent*

Explanation:

9. List the ethnic groups included in the materials .....
.....
.....

Explanation:

Is the multi-ethnic approach presented in the materials sensitive or suitable to the needs of ethnic groups within your school population?

Answer "yes" or "no": .....

Explanation:

10. How is the role of women portrayed in the student materials?

.....
.....
.....

Is that portrayal sensitive or suitable to the needs of females within your school population? Answer "yes" or "no": .....

Explanation:

11. Indicate the disciplines most prominent in the program. Mark them "1", "2", or "3" in order of prominence. If they cannot be distinguished, mark them all "1". If more than three disciplines are prominent, mark them "interdisciplinary".

Anthropology	.....	Psychology	.....
Economics	.....	Sociology	.....
Geography	.....	Social Psychology	.....
History	.....	Other (explain).....	
Political Science	.....	Interdisciplinary	.....

12. The acquisition of knowledge which includes concept formation (the many meanings which can apply to one word such as "horse", "war", or "revolution") and the development of basic study skills (such as those listed in a.–l. in question 13) and critical or analytical thinking skills (such as those listed in m.–q. in question 13) are generally referred to as cognitive processes. In general, how clearly does the author state and define his cognitive objectives in behavioral terms (expected student performances) in the teacher's manual?

0	1	2	3	4	5	6
Not at all			*Fairly Clearly*			*Very Clearly*

Explanation:

13. To what extent do the student materials and suggestions in the teacher's guide include cognitive learning processes which focus development on the following:

a. Observing or perceiving (If it occurs, list in which item(s) of the program where it is suggested or asked of the students). .....
.....
.....

0	1	2	3	4	5	6
No emphasis			*Moderate emphasis*			*Much emphasis*

Explanation:

b. Listening (list where) .....

0	1	2	3	4	5	6
No emphasis			*Moderate emphasis*			*Much emphasis*

Explanation:

13. c. Discussing (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

d. Defining and expanding the meanings of key terms or concepts (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

e. Reading (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

f. Writing (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

g. Contrasting and comparing for the purpose of noting similarities and differences (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

h. Locating, gathering, and classifying information relative to a particular study in progress (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

i. Interpreting globes, maps, or other types of map projections (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

j. Making maps (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

k. Interpreting tables, graphs, or charts (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

l. Making tables, graphs, or charts (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

13. m. Recognizing a problem for further inquiry (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

n. Drawing inferences or making tentative conclusions (stating hypotheses) (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

o. Testing the validity of hypotheses (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

p. Forming generalizations (list where) .....

0 1 2 3 4 5 6

No e emphasis *Moderate emphasis* *Much emphasis*

Explanation:

q. Synthesizing information from a variety of sources and experiences (list where) .....

0 1 2 3 4 5 6

No emphasis *Moderate emphasis* *Much emphasis*

Explanation:

14. In all the materials, then, what is the author's emphasis on memorization of data as opposed to critical or analytical thinking such as the steps noted in m.–q. in question 13? .....

0	1	2	3	4	5	6
Much memory work (recall)			*Some of each*			*Much critical or analytical thinking*

Explanation:

15. To what extent does the teacher's manual include specific teaching strategies and additional lessons within the cognitive domain for use of the materials with the following kinds of students:

a. Slow students

0	1	2	3	4	5	6
Not at all			*To a moderate extent*			*To a great extent*

Explanation:

b. Average students

0	1	2	3	4	5	6
Not at all			*To a moderate extent*			*To a great extent*

Explanation:

c. Gifted students

0	1	2	3	4	5	6
Not at all			*To a moderate extent*			*To a great extent*

Explanation:

The Affective Domain

16. Learning concerned with a closer look at one's attitudes, value clarification, emphathizing, and any behavior which causes a student to be ***willing*** to perform as a responsible person both inside and outside the classroom (social participation) is part of the affective domain. In general, how clearly does the author state and define his affective objectives in behavioral terms (expected student performances) in the teacher's manual?

0	1	2	3	4	5	6
Not at all			*Fairly Clearly*			*Very Clearly*

Explanation:

17. To what extent do the student materials or suggestions in the teacher's guide encourage students to explore, clarify, and act:

a. On their own values?

0	1	2	3	4	5	6
Not at all			*Moderate emphasis*			*Much emphasis*

Explanation:

b. On values held by others?

0	1	2	3	4	5	6
Not at all			*Moderate emphasis*			*Much emphasis*

Explanation:

c. On the presentation of alternative and conflicting points of view?

0	1	2	3	4	5	6
Not at all			*Moderate emphasis*			*Much emphasis*

Explanation:

18. How are values and attitudes presented in the student materials by the author?

0	1	2	3	4	5	6
Imposed values by the author			*Balanced*			*Free of imposed values by the author*

Explanation:

19. To what extent does the teacher's manual include specific teaching strategies and additional lessons within the affective domain for use of the materials with the following kinds of students:

a. Slow students

0	1	2	3	4	5	6
Not at all			*To a moderate extent*		*To a great extent*	

Explanation:

b. Average students

0	1	2	3	4	5	6
Not at all			*To a moderate extent*		*To a great extent*	

Explanation:

c. Gifted students

0	1	2	3	4	5	6
Not at all			*To a moderate extent*		*To a great extent*	

Explanation:

Testing Program

20. To what extent does the testing program or other evaluation processes provided with the program test the students for factual recall?

0	1	2	3	4	5	6
Not at all			*To a moderate extent*		*To a great extent*	

Explanation:

21. To what extent does the testing program test for basic skill development such as that listed in a.–l. in question 13?

0 1 2 3 4 5 6

Not at all — *To a moderate extent* — *To a great extent*

Explanation:

22. To what extent does the testing program test for critical or analytical thinking skill development such as that listed in m.–q. in question 13?

0 1 2 3 4 5 6

Not at all — *To a moderate extent* — *To a great extent*

Explanation:

23. To what extent does the testing program test for continual development of concept formation?

0 1 2 3 4 5 6

Not at all — *To a moderate extent* — *To a great extent*

Explanation:

24. To what extent does the testing program test for value clarification such as that noted in question 17?

0 1 2 3 4 5 6

Not at all — *To a moderate extent* — *To a great extent*

Explanation:

25. To what extent does the testing program take into account the learning abilities and capacity for learning of the slow students?

0 1 2 3 4 5 6

Not at all — *To a moderate extent* — *To a great extent*

Explanation:

26. To what extent does the testing program take into account the learning abilities and capacity for learning of the average student?

0	1	2	3	4	5	6
Not at all			*To a moderate extent*			*To a great extent*

Explanation:

27. To what extent does the testing program take into account the learning abilities and capacity for learning of the gifted student?

0	1	2	3	4	5	6
Not at all			*To a moderate extent*			*To a great extent*

Explanation:

The Author's Rationale

28. How much evidence is there that the development of the program was guided by a clear rationale? In essence, can the author's rationale be found explicitly in all materials of the program?

0	1	2	3	4	5	6
No evidence			*Moderate amount*			*To a great extent*

Explanation:

29. To what extent do you, the analyst, agree with the author's rationale?

0	1	2	3	4	5	6
Not at all			*To a moderate extent*			*To a great extent*

Explanation:

Summary

30. Suppose the following types of students were to be in the grade level for which the program is intended. Imagine, too, that these students asked: "What good's spending a year on this program gonna do me?" What do you think would be her/his answer?

a. A slow learner or a student with reading problems.

0	1	2	3	4	5	6
It would be little if any benefit to me			*It would be of some benefit*			*It would greatly benefit my needs*

Explanation:

30. b. An average student who reads at the grade level for which the program is intended.

0	1	2	3	4	5	6
It would be little if any benefit to me			*It would be of some benefit*			*It would greatly benefit my needs.*

Explanation:

c. A gifted student who reads above the grade level for which the program is intended.

0	1	2	3	4	5	6
It would be little if any benefit to me			*It would be of some benefit*			*It would greatly benefit my needs.*

Explanation:

31. Considering the grade level for which this program is primarily intended, how *relevant* do YOU think this program would be in meeting the needs of the following kinds of students in your schools?

a. Slow students

0	1	2	3	4	5	6
Unsuitable			*Suitable to a moderate extent*			*Very suitable*

Explanation:

b. Average students

0	1	3	3	4	5	6
Unsuitable			*Suitable to a moderate extent*			*Very suitable*

Explanation:

c. Gifted students

0	1	2	3	4	5	6
Unsuitable			*Suitable to a moderate extent*			*Very suitable*

Explanation:

31. d. Other types of students (explain) .....
.....
.....
.....
.....

32. Considering the entire program, what type of teacher do you think would be most effective in using these materials? .....
.....
.....
.....

33. In general, to what degree would you recommend that these materials be used for the designated level(s)?

0 1 2 3 4 5 6

Not recommended — *Recommended with qualifications* — *Highly Recommended*

Explanation:

34. How adequately does the analyst think her/his analysis represents the materials analyzed?

0 1 2 3 4 5 6

Very inadequately — *Somewhat inadequately* — *Very adequately*

Explanation:

10. ASSESSING READING COMPETENCIES IN THE SOCIAL STUDIES CLASSROOM

By Kenneth M. Smith

The purpose of this paper is to present for beginning social studies teachers, both elementary and secondary, a focused overview of selected issues related to reading in the content areas. Specifically, this discussion will include:

1. The variability of reading levels and competencies possessed by students in a typical class.
2. The concept of readability and its assessment.
3. How the level of student reading competence can be informally assessed in a social studies class.
4. A sampling of useful diagnostic techniques for helping teachers to modify their instruction to meet the individual reading needs of their students.

It is beyond the scope and purpose of this paper to deal with all aspects of reading in the schools or in content areas. College pre-service coursework in this area coupled with continuing relevant in-service work in individual schools are essential for all content teachers. Reading isn't just a subject, it is a multi-faceted and compex group of processes that evolve from the pre-school years through college and beyond. Teachers at all levels require skill with a wide variety of these reading processes by the way they teach their subject. While the elementary teacher of social studies has had course-work in reading, the secondary teacher, typically, has not. Since all teachers require students to use a variety of reading competences in whichever

subject they are teaching, it follows that all teachers should have some understanding of the complexity of the reading process--its nature, evolving developmental skills, and the difficulties which students have mastering it. Several basic references which will provide a representative overview of the reading process as used and developed in the content areas are included in the bibliography under the heading "Reading in the Social Studies Classroom: Basic References."

Student Reading Ranges

"I'm a history teacher, not a reading teacher! Besides, they should have learned all that in elementary school." This not uncommon response has echoed through many secondary teacher lounges when a content area teacher is first confronted with the challenge of dealing with the wide range of reading levels, skills, and competencies of his students. The teacher may also be thinking, "But can't they all read well enough to get what my textbook covers?" The answer is simple. No, not all of them'

There are many ways of estimating the range of student reading levels in a typical content classroom. A common rule of thumb is to take 2/3 of the chronological age (CA) of the students in the class. This figure is a rough estimate of the range of student reading levels. For example, a fourth grade class has a typical average CA of 9 years. Therefore, a typical fourth grade class would have students with reading levels ranging from first to seventh grade level.

The following chart shows additional examples.

Estimated Reading Levels in a Class by Grade

Grade	Chronological Age	Range of Reading Levels
4	9	First to Seventh
7	12	Third to Eleventh
11	15	Fifth to College

These ranges are simply rough estimates to illustrate the point that not all fourth or ninth graders can be expected to read the same material with equal ease and comprehension. A survey of reading levels from the usual yearly achievement testing results will also confirm this wide range of reading competence in a typical class. Teachers should not, however, use these grade-equivalent scores as estimates of the readability level at which an individual student can function independently or instructionally. Group tests are for group decisions while more individualized testing is needed for individual instructional decisions.

The following statement reflects another comment on the part of content teachers. "But I have to teach with the required textbook!" Do the teaching methods or style require reading tasks for many of the students which they do not have the reading competence to handle? This leads us to the concept of readability. At what level of difficulty is the textual material written relative to the reading abilities of the students?

Analysis of Classroom Material

There are many techniques and procedures used to determine the approximate readability level of textual or any written material. Referred to as Readability Formulas, these procedures utilize many factors including, for example, average sentence length, number of syllables per running 100 words, conceptual load, difficulty of vocabulary used and syntactic complexity. Examples of commonly used formulas and references which discuss the concept of readability in depth are listed in the bibliography in the section on "Readability Formulas,"

Two easy-to-use readability formulas are the Fry and SMOG (see Fry, 1968 and McLaughlin, 1969, in the bibliography*). Use of the Fry Readability Graph, included below, will serve as an example. In using the Fry, randomly select three passages of 100 words each from a book or an article. Count the sentences in each 100 word passage and determine the average number of words per sentence. Skip all proper nouns. Count the number of syllables in each 100 word passage. Plot the passage averages of these two factors on the graph shown below. Choose more passages per book if there appears to be a great deal of variability. This will give you an approximate (plus or minus one year) reading grade level of the book.

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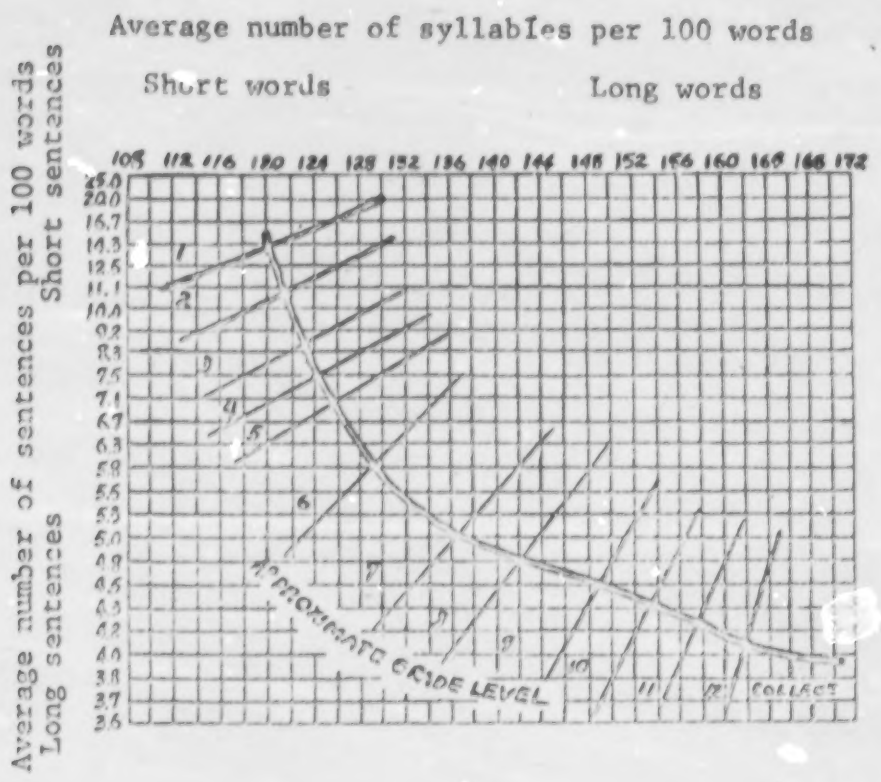
* see bibliography for all referenced citations

GRAPH FOR ESTIMATING READABILITY*

by Edward Fry, Rutgers University Reading Center



For example:

100 word passage	average words per sentence	total syllables
A	4.8	130
B	5.0	129
C	4.3	140
	3/14.1	3/399
Averages	4.7	133

When plotting these two final averages on the Fry Graph, a seventh grade reading level is obtained. What this means is that a student reading at the seventh grade level would

* See Burron and Claybaugh, 1974, p. 63; Fry, 1968; West, 1974, 31-32.

be able to read this material with from 50% to 75% accuracy. If the SMOG formula had been used and a seventh grade level were obtained, it would mean that students reading at the seventh grade level would be able to read this material with from 90% to 100% accuracy. (Vaughn, 1976, p. 638)

Another procedure a teacher can use to determine the ability of students to read a specific book or passage is called the Cloze Test Procedure. This procedure involves the systematic deletion of words. Steps in conducting, administering, and scoring the Cloze Test Procedure include:

1. Select a set of materials which are either in use in your classroom or which are typical of those you would use in your building. From each of the materials selected a passage of about 520 words.

2. Leave the first sentence intact in each passage. Then delete every 10th word in subject matter materials. This will give you about 52 deletions. In narrative materials you would use a passage length of about 250 words and delete every 5th word. Replace the deleted words with blanks of uniform length.

3. Ask the students to fill in each blank with the exact missing word. Do not allow students to read the selections ahead of time. Each student should be allowed plenty of time to complete the test.

4. Count the number of correct responses provided by the student. A response is correct only if the exact word which was in the original passage is used by the student. Do not count off for spelling errors.

5. Convert the number correct into a percentage.

6. Use the chart below to convert the percentage into a reading level. A series of sequentially more difficult Cloze passages may be used in a fashion similar to the informal reading inventory. (adapted from Burron and Claybaugh, 1974, pp. 50-51)

Cloze Percentage Correct	Reading Level*
58-100%	Independent
44-57%	Instructional
0-43%	Frustration

*The Independent Reading Level is the level at which the student reads with comfort and mastery of concepts, vocabulary, and sentence structure. The Instructional Level refers to the level at which the student reads with comfort and functions adequately with direction and guidance of his reading tasks. The Frustration Level is the level at which the student is unable to handle the material. So many reading errors are being made that comprehension is severely hampered.

Related references which more fully discuss this procedure are included in the bibliography in the section on "Applications of the Cloze Test Procedure."

At the beginning of the school year, or whenever new textual material would be used, the teacher may construct some Cloze Test Procedures on several of the texts he plans to use in class. It is helpful to give the Cloze Test on a very simple passage first so the students will become acquainted with the task. Passages at various reading grade levels may also be "Clozed" and given to selected students to estimate their ability to read in other available textual materials used in the class. There have been some cautions raised concerning the use of the Cloze Test Procedure. While advocating the continuing use of the Cloze procedures, Cohen (1975, p. 250) points out that teachers should "consider that the resulting performance on Cloze tests is a function of the subject matter being tested." As was discussed earlier, attention should be paid to the match between the linguistic structures used in the text and the specific

structures used by the student as well as each student's unqiue experiential and conceptual background for the textual material being used. In all, the Cloze Test Procedure can be a useful tool for the social studies teacher.

The Use of Informal Reading Inventories

Another set of techniques a social studies teacher can use involves the concept of group or individual informal reading inventories. In the following paragraphs, two of these will be discussed.

Miller (1974, pp. 193-201) outlines how a teacher may construct a set of word lists, short paragraphs, and a set of comprehension questions at varying grade levels which can be administered to indvidual students. Readability levels of two or more passages of increasing difficulty are used. If there are texts or other materials at various reading levels available to the teacher, he might use samples from them. Evaluation of responses to the word lists helps the teacher focus on key unknown concepts as well as words which are difficult to pronounce or understand in this unique context. The following chart may be used:

Reading Level	Percentage of Words Pronounced Correctly*	Percentage of Comprehension Questions Correct
Independent	98-100%	90-100%
Instructional	94-97%	70-89%
Frustration	below 94%	below 70%

*This percentage is computed by marking the student's oral reading errors or miscues such as omissions, insertions, mispronounciations, reversals, substitutions, or repetitions

and long hesitations of more than five seconds. These are totaled and subtracted from the total number of words in the passage in figuring the percentage of words correctly pronounced. Percentage ranges may vary with different authors. Other helpful references concerning the construction and use of informal reading inventories and their adapted usage are included in the bibliography under the heading, "Informal Reading Inventories."

Another type of reading inventory a teacher can use is the Group Reading Inventory. Shepherd suggests developing 26-30 specific oral questions to be given to the class which are designed to measure how well students use various parts of the book, use maps or charts, use related resource materials, understand specific vocabulary, find main ideas, focus on pertinent details, draw conclusions, and see the organization of the materials. An example of this procedure as applied in the social studies classroom can be found in Shepherd (1973, pp. 24-25) and West (1974, pp. 79-80). Burron and Claybaugh (1974, pp. 60-61) and Miller (1974, pp. 207-217) outline a similar set of procedures.

A teacher may take these results and form a class record sheet which can be used to pinpoint the strengths and weaknesses of those in his class. Groupings for short-term skill improvement groups will become apparent.

If most of the above techniques are mastered and utilized by the social studies teacher, then Aaron's 18 competency area checklist for a content teacher (Burmeister, 1974, p. 283) would be met. Six of these include:

1. I know the reading level of the textbooks being used.

2. The materials are suited in difficulty to the reading levels of my students.

3. Students are sometimes grouped within my class for differentiated instruction.

4. An adequate quantity of related informational books and other materials are available for students who read below grade level, at grade level, and above grade level.

5. I am aware of the special vocabulary and concepts introduced in the various units,

6. I teach adequately the special reading skills in my subject.

As an example of the kinds of reading/thinking processes needed by students to understand a social studies selection, Smith (1971) used the following paragraph:

> *At first (1) government took a liberal position on the powers given them by the Constitution. However, (2) events soon proved that certain groups could interpret the Constitution to serve their own interests at the expense of other groups. Those in power enjoyed interpreting the Constitution so that their financial interests were helped. Out of power (3) these individuals found that every coin has two sides. (4) Some who had argued vigorously (5) for a liberal interpretation of the Constitution began to change their minds and ask for a narrower view of governmental powers under (6) the Constitution.*

Smith and Barrett (1974, p. 116) examine this paragraph as follows:

> *Within this paragraph, students must (1) attend to words that tell them to hold an idea tentatively, (2) note the word that tells them how to relate a preceding and a following idea, (3) interpret a sentence that begins with an atypical syntactical pattern, (4) respond to figurative language, (5) know that a modifying word takes its meaning from the noun form from which it is derived, and (6) respond to the idiomatic use of the word "under." How a student*

interprets this paragraph depends upon how well he thinks through the language employed by the author to express his ideas. Pre-reading instruction will maximize his interpretative powers and teach him how to respond to the same and similar language devices in other reading selections. Post-reading activity may be used to clarify further or extend the meaning of the passage and again alert the student to the strategies employed by good readers when their purpose is to obtain as much information as possible from a selection.

Conclusion

In this article, several procedures and techniques were reviewed, which should be used by the social studies teacher to evaluate the unique nature of his textual materials, the reading levels and skill competencies of his unique group of students, and specific types of reading skills and competencies that his teaching methods and style demand. Hopefully, data can be gathered and organized in such a way that the teacher can modify his instruction to meet the reading competence of his students. The social studies teacher should also remember that the reading resource teacher in his building can be an invaluable aid for both teaching suggestions related to reading and working with indviduals who are receiving continuing help with their reading difficulties.

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